DOCUMENT RESUME

ED 084 712 EA 005 702

TITLE	The School Without Walls. Final Evaluation Report.
INSTITUTION	Service Corp. of America, Baltimore, Md.
SPONS AGENCY	District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
PUB DATE	20 Aug 73
NOTE	81p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Resources; Course Descriptions; Curriculum Enrichment; *Enrichment Activities; *Experimental Programs; Objectives; *Open Education; *Program Evaluation; School Community Relationship; Student Teacher Relationship
IDENTIFIERS	*Experimental Learning

ABSTRACT

The School Without Walls Program represents an attempt by school officials and community participants to expand the richness of the high school learning environment by utilizing the many educational resources in Washington, D.C. found outside the formal classroom setting. It represents an attempt to increase the challenge and interest level of students in the educational process by creating a more realistic educational environment. It was designed to facilitate the educational process by making learning more concrete, increasing the positive attitudes which are highly correlated with learning, and providing more emphasis on individualized educational diagnosis and prescription in the learning process. The evaluation, which brings together under one cover all aspects of the School Without Walls, is based primarily on the stated objectives of the Program and attempts to determine the extent to which the objectives of the Program have been reached. This aim refers to both processes (things done to implement and operate the program) and product objectives (actual behavioral outcomes of students, teachers, etc.). The report describes the objectives of the Program and the Program contents designed to reach these objectives, and presents and discusses data needed to assess each objective. Recommendations based on the data used in this report are presented as part of the evaluation. (Author/EA)

ED 084712

FINAL EVALUATION REPORT
OF THE
SCHOOL WITHOUT WALLS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Submitted To:

Division of Planning, Innovation and Research
District of Columbia Public School
Washington, D. C.

Prepared By:

THE SERVICE CORPORATION OF AMERICA
29 West North Avenue
Baltimore, Maryland 21201

August 20, 1973

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EA 005 702

FILMED FROM BEST AVAILABLE COPY

INTRODUCTION

The School Without Walls is an experimental program designed to create new dimensions in educational options by utilizing environmental boundaries outside of the existing Public School System. It was designed to facilitate the educational process by making learning more concrete, by increasing the positive attitudes which are highly correlated with learning, and by providing more emphasis on individualized educational diagnosis and prescription in the learning process.

The School Without Walls began in March, 1971 with fifty (50) tenth-grade pupils representing all areas of the city, diverse backgrounds, and a wide range of academic achievement. Since March, 1971 some students have been added to the Program while others have left the Program. The enrollment as of June, 1973 before graduation was 101 students. To date, there have been thirty-nine (39) graduates and the enrollment after graduation of June, 1973 is sixty-nine (69) students. The flow of students in and out of the Program is described in this Report.

The evaluation of the School Without Walls presented herein is based primarily upon the stated objectives of the Program. The aim of the evaluation is to determine the extent to which the objectives of the Program have been reached. This aim refers to both processes (things done to implement and operate Program) and product objectives (actual behavioral outcomes of students, teachers, etc.).

This Evaluation Report first describes the objectives of the Program. Then it describes the contents of the Program designed to reach these objectives. After this overall description, the Report presents and discusses data needed to assess each objective. Recommendations are presented as part of this evaluation and are based upon the information and data used in the Report.

Another major purpose of this Evaluation Report is to bring together under one cover all aspects of the School Without Walls. This task takes on great importance because of the current difficulty in finding information about the Program in one document.

OBJECTIVES OF THE SCHOOL WITHOUT WALLS

The School Without Walls Program represents an attempt by school officials and community participants to expand the richness of the high school learning environment by utilizing the many educational resources in Washington, D.C. found outside the formal classroom setting. It represents an attempt to increase the challenge and interest level of students in the educational process by creating a more realistic educational environment. Additionally, the Program is designed to increase the academic achievement of students in selected subject areas as to increase positive behavioral attitudes toward the learning process.

The specific objectives contained in the Program are listed below. These objectives as written are too general for evaluation purposes and we must recommend at this point that future proposals contain the explicit behavioral objectives toward which the efforts of the Program shall be devoted. The proposal objectives are as follows:

Definition of Objectives

Information provided by the Program proposal indicates the following objectives to be of primary concern:

- *to increase the number of students in the Program.*
- *to maintain and increase the flexibility of the School.*
- *to experiment with various curricula in search of an effective one that could be replicated in the D.C. Public Schools.*
- *to provide a richer variety of outside learning resources.*
- *to provide students with a wider base for peer group interaction in the hopes of developing a keener sense of inquiry and cooperation in the student community.*
- *the mastery of the basic skills one needs to function competently in our society.*
- *to foster an individuality of thought and action based on the development of one's aptitude and interest through the structured classroom as well as independent study.*
- *to develop an understanding of social process and problems directed toward respect for individual and group differences.*
- *to create and maintain the motivation to continue learning beyond formal schooling.*
- *to offer students a broad and humanistic education.*
- *to expand the academic component of the Program in order to maintain the flexibility of the School.*

- to help design a workable replication project that could be used by the School to aid in developing either a larger School Without Walls or an additional School Without Walls attached to traditional high schools.

Some of the objectives cited above cannot be measured directly. We will, therefore, use whatever data will assist us in assessing in an indirect fashion the extent to which any objective has been reached.

THE PROGRAM OF THE SCHOOL WITHOUT WALLS

In order to reach the objectives outlined for the Program the staff went about to implement the following broad changes in educational practices:

1. Use of diverse backgrounds of the student body as an educational resource.
2. An expansion of the relationship between parent and school.
3. Increase student control over his educational goals and activities. Students plan their independent study, such as art projects, and humanities field research. They then proceed to locate their materials, sources, etc., within the city. The student signs a contract with the teacher in which the student states the goals of his project.
4. An expansion of the relationship between teacher and learner in the educational process of the range of people who can act as teachers.
5. A broadly conceived curriculum that emphasizes inter-disciplinary studies rather than isolated subject matter learning. The Social Studies class, for instance, may go into the D.C. courts to relate the course learning to reality. Humanities I, II and III combines basic skills with a synthesization of the liberal arts. Black studies combine today's problems with history and culture.
6. A continuing evaluation of the School's educational process by both students and faculty. Students are free to discuss their views and to rework their own programs. The principal has an open door policy towards all students and faculty members.

In order to engage the student in an educational process that will achieve the goals stated above the School moved progressively outside the classroom and into the city for its educational activities when the resources of the city were needed. Additionally, it was and is now the belief of the School's staff that community-based learning can also provide a meaningful setting for developing an understanding of individual and group similarities and differences. Students will learn to approach the community and its members as resources for learning. They will see that occupational and personality differences between individuals, as well as cultural differences between groups provide complex perspectives for the problems they are studying. Further, by approaching people where they work or live, and not just as subjects of school textbooks or visitors to the school, students are much more likely to gain accurate knowledge and develop well-informed attitudes about social problems and processes.

New Teacher-Learner Roles

In most American secondary schools, the teacher is in control and the students play a passive and secondary role. A great many other types of teacher-learner relationship are possible. The student may be more active, discovers for himself, and defines his own goals and activities. The teacher role becomes primarily one of serving as a guide or advisor. In other learning situations the teacher and learner may be collaborators in exploring a problem of mutual interest (for example, in a project assessing student attitudes toward schools). Additionally, one student may learn a great deal from teaching another student. They may collaborate in the joint investigation of a problem. With the School Without Walls the students have opportunities for learning in each of these types of relationships. The Administration and Staff of the School take the position of disagreeing with those educational reformers who argue that there is one type of learning relationship that should be adopted and all other eliminated. Many necessary skills can be learned most efficiently in a teacher-dominated relationship. Pure discovery is not an ideal which should be pursued in all learning situations. The student who is comfortable in a variety of learning relationships is most likely to take advantage of the diverse learning experiences he will encounter upon leaving the School Without Walls. Only the students who can seek skills and knowledge in a whole range of ways can truly be said to be prepared to direct his own education.

The French curriculum at the School is a very individualized one, taking into consideration that each person has a different capacity or "ear" for foreign language learning. Besides the popular audio-lingual method, which is the basic method for all levels, students also learn by becoming immersed in the total language with French natives (such as at the French nursery). They teach each other and they make use of tapes and recordings available by native speakers.

Personal experience and experimentation are important aids to learning. The specific contribution of the art program is the development of basic art learning.

In the history of the Black people both in the African homeland and in the American environment, the understanding and appreciation of the present must come through a knowledge of the past that is free from propaganda (in either direction). As an aid to the search for truth as well as valid viewpoints, there is use of:

A. Audio-visual material

B. Community resources

C. Independent student research

Sometimes the imparting of classroom matter in congenial non-classroom settings, both indoors and outdoors, is also conducive to

fruitful learning.

Something similar may be said for the urban studies curriculum, except that there is a greater dependence on outside expertise, particularly in the fields of city planning and minority problems.

Humanities though listed under the department of English, is an attempt at interdisciplinary appreciation of works of literature, art, history, and music, often based on a central theme. The use of congenial non-classroom atmosphere is also helpful here, as are various techniques such as:

A. Background information

B. Audio-visual materials

C. Community resources (See Appendix I)

D. Creative writing

Also, in relation to drama, there was the use of dramatic oral reading improvisation, under the direction of professionals, with a view towards extracting meaning from the works in question.

The Mathematics Department of the School Without Walls presents to each student course objectives for the year. These objectives are met through the successful completion of unit objectives on which pupils are usually pre-tested. Based on the results of the pre-test performance or teacher assessment, assignments to specific learning experiences are made. Pupils then experience various learning activities necessary for the development and mastery of skills and concepts involved.

These learning experiences, involving the use of media, where possible, take the form of teacher-lecture demonstrations, small group work discussions, games of mathematics, individual or group filmstrips and/or tape presentations, experiments with manipulatives, use of outside resources and textbooks or worksheet practice. Pupils progress at individual pace within certain prescribed time limits. Post-test evaluation are indicative of progress made.

In the teaching of World History, the conceptual approach is used so that a common thread may be used throughout the several historical eras. By using man's relationship to himself, society, nature, and the unknown as the theme, we may more readily find how man has adapted through the ages.

In government, a philosophical approach to the theory of government is used to determine how our system of government evolved. The theory of checks and balances and how it permeates the levels of the government is heavily stressed.

The United States History course parallels government in the beginning stages of the course because the course begins with the formation of the nation. The rest of the course follows the traditional pattern except that much emphasis is put upon the ability to solve problems and think independently in the written work.

The method used in the Spanish classes is audio-lingual. It is flexible in that it develops skills in reading, writing, speaking and listening. The Spanish student is able to come into contact with all forms of learning in the classroom, as well as from native speakers. Each student works at his or her own pace. The culture of Spain and Spanish-speaking countries is taught through literature, art, and personal contact with the Spanish speaking community in the area.

Education in a community setting suggests a second modification in the teacher-learner relationship; many people besides those formally trained as teachers will be able to make educational contributions. Experts at various colleges, libraries, churches, etc., are incorporated as part of outside learning.

We are aware that the expansion of teacher-learner relationships, as well as the use of the community as a setting for learning, will create apprehension for both teachers and students. Procedures for dealing with this apprehension must be carefully worked out, particularly for the first few months of each school year. Classes are generally introduced to new material, given an acquaintance with it and then taken to a site as a group. The independent study occurs after this group experience for those students who wish to branch out or continue in the area. The teacher and student together make up appropriate reading lists. They also find out where the students may go to experience the material in his project or simply to acquire additional information. These methods result in increased student choice, planning, and student responsibility for his own learning. The more advanced student takes a great share in his own curriculum planning and execution.

Curriculum Samples:

I. Social Studies-Humanities

- A. The Future of Western Civilization: Does it depend on the Reassessment of Values?
- B. Interrelationship of Man and Society
- C. The Medium of Journalism
- D. The Black Man Today and Yesterday
- E. American Literature of the Last Five-Ten Years with special emphasis on Black Literature
- F. The Ethnic Group in the Urban Center
- G. Poverty in America in the '60's and '70's

H. Education of Disadvantaged Youth

I. Information, Communication and Knowledge

J. Film as Art-Urban Journalism Workshop

K. Photography-Careers in the Arts

L. Exploration in American Politics: Realism vs. Idealism

M. Writing-Public Media

N. Structures of Culture

O. Urban Dynamics

P. African Civilization

II. Math - Science

A. Natural Science

B. Experiment in Auditing

C. Humanism and Science

D. Computer Programming

E. Architecture

F. The Current Biological Revolution

G. The American Securities Market

H. Ecology of Endangered Species

I. Space Studies

III. Languages

A. French I, II, III, IV; Spanish I, II, III

B. French and Spanish Literature

C. French and Spanish composition

D. French and Spanish culture, drama, poetry, novels, art, cuisine, films

E. Independent study in advanced French and Spanish (speaking composition)

IV. Consumer Education-Business Management

A. Criteria awareness of business and products

B. Family budgeting, consumer problems

C. The Changing Economy

D. Business English and Management

V. Arts and Music

A. Basic Instruments

B. Music Theory

C. Ensembles

D. Basic Art Theory

E. Innovation

F. Art in Our World Today

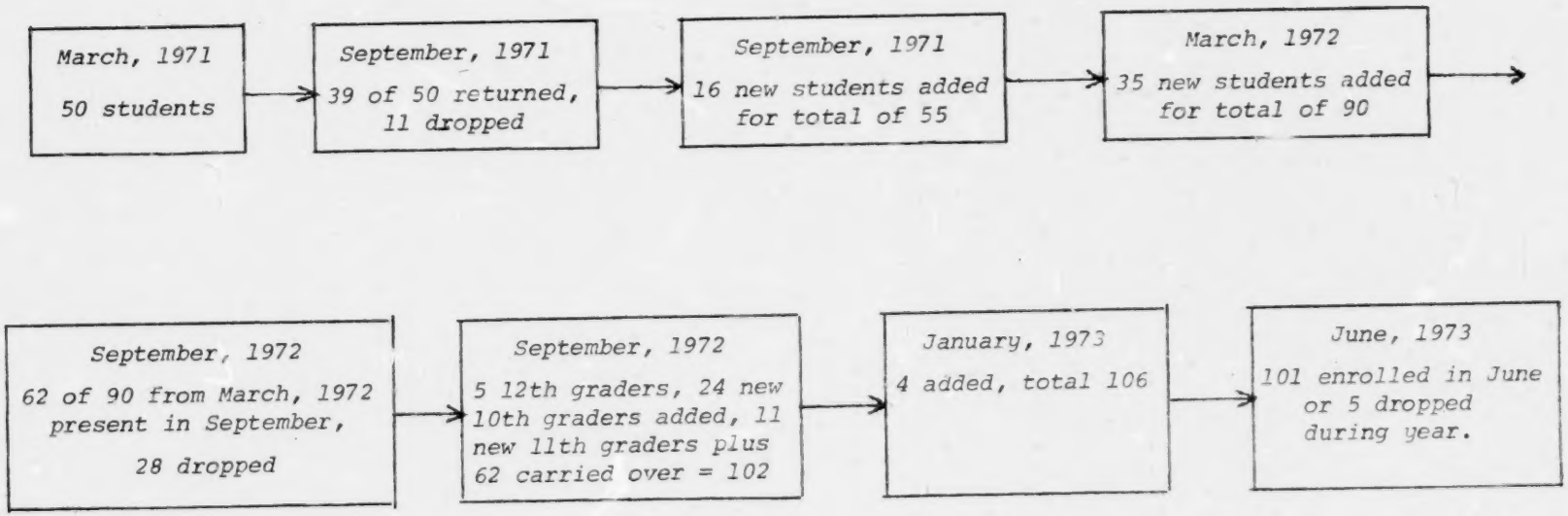
We have provided in Appendix II a detailed account of the curricula of areas included in the School Without Walls.

STUDENT POPULATION AT THE SCHOOL WITHOUT WALLS

This section of the report describes the flow of students in and out of the School Without Walls, their home schools, racial and sex composition, attendance and the major reasons for dropouts.

TABLE I

FLOW OF STUDENTS IN AND OUT OF THE SCHOOL WITHOUT WALLS PROGRAM


March, 1971
50 students
September, 1971
39 of 50 returned, 11 dropped
September, 1971
16 new students added for total of 55
March, 1972
35 new students added for total of 90
September, 1972
62 of 90 from March, 1972 present in September,
28 dropped
September, 1972
5 12th graders, 24 new 10th graders added, 11 new 11th graders plus 62 carried over = 102
January, 1973
4 added, total 106
June, 1973
101 enrolled in June or 5 dropped during year.

Cumulative Number Enrolled in School: 144

Cumulative Number Dropped Out: 44

Percentage of Dropouts: 30.5%

TABLE 2

HOME SCHOOLS OF PARTICIPANTS AS OF NOVEMBER 12, 1971

SCHOOLS	BOYS	GIRLS	TOTAL
Anacostia	6	2	8
Burdick		1	1
Cardozo	1	1	2
Coolidge	11	2	13
Dunbar	1		1
Eastern		1	1
Home	1		1
McKinley	4	1	5
Phelps	1		1
Private	1		1
Roosevelt		1	1
Springarm	1		1
Western		6	6
Wilson	6	1	7
	33	16	49

TABLE 3

RACIAL COMPOSITION AND SEX DISTRIBUTION OF THE FIRST GROUP OF STUDENTS AS OF NOVEMBER, 1971

RACE	BOYS	GIRLS	TOTALS
Black	26	10	36
White	7	6	13
Total	33	16	49

CHARACTERISTICS OF STUDENTS WHO ENTERED THE PROGRAM IN SEPTEMBER, 1972

In September, 1972, thirty-five (35) new students were added to the Program as shown in the Student Flow Diagram presented below. One of the major objectives of the School pertains to the recruitment of students from varied backgrounds. We have presented information below on this group of students to determine the heterogeneity of the group. Table 4 presents the location of the home schools of the thirty-five (35) new additional students.

TABLE 4

SEPTEMBER, 1972 NEW STUDENTS' HOME SCHOOL

ENTRIES FROM PUBLIC SCHOOLS		ENTRIES FROM NON-PUBLIC SCHOOLS	
School	Number	School	Number
Anacostia	3	Barrie	2
Burdick	1	Gonzaga	1
Cardozo	1	Hawthorne	1
Coolidge	6	Holy Trinity	1
Eastern	3	Immaculate Conception	2
McKinley	5	New Educational Project	1
Springarm	1		
Western	4		
Wilson	3		
Total	27	Total	8

Table 5 below shows the membership of new students by race and sex. The data shows that the group is a heterogenous one.

TABLE 5

MEMBERSHIP BY RACE AND SEX
SEPTEMBER, 1972

GRADE	RACE	BOYS	GIRLS	TOTAL
10th Grade	Black	10	8	18
	White	4	3	7
11th Grade	Black	12	12	24
	White	1	5	6
12th Grade	Black	22	13	35
	White	6	6	12
Totals		55	47	102

TOTAL Black: 77

TOTAL White: 25

DROPOUTS IN THE SCHOOL WITHOUT WALLS

The "holding power" of an experimental program is one indication of its effectiveness. Obviously if a program cannot keep students, its intended effects on them will not have the opportunity to work. Care must be taken, however, in evaluating this variable since much of the "holding power" variable depends upon the nature of the students recruited into the Program.

The data presented in Table 1 shows that there has been a 30.5 percent cumulative dropout in the Program during its two years, three months existence. The reasons for the dropouts are shown below in Table 6.

TABLE 6

REASONS FOR DROPOUTS FROM
SCHOOL WITHOUT WALLS

REASON	NUMBER	PERCENTAGE
1. Returned to Former School	16	36.36
2. Family Problems (Had children, dependents)	9	20.43
3. Family Moved Out of District of Columbia or Left City	9	20.43
4. Because of Age Was Able To Take High School Equivalency Exam	2	4.54
5. Transferred to Private School	2	4.54
6. Joined Youth Corps	1	2.50
7. Joined U. S. Marines	1	2.50
8. Other Disadvantage Programs	1	2.50
9. Vocational Rehabilitation	1	2.50
10. Went To Work	1	2.50
11. Unknown	1	2.50
TOTAL DROPOUTS	44	101.30

It is striking when the dropout rate of the School Without Walls is compared to another Title III school which is being evaluated by this Evaluator. That rate for one year and one summer is 1% as compared with 30% for this Program. There are some teachers who suspect that the School Without Walls was used as a place to send students who were judged as misfits at their home school. This, some of the teachers reported, they believed to be true during the beginning of the Program. Most believe that they are now getting a more normal sample of the school's system population than in the past. It is interesting to note that the dropout rate was minimal during the last year as compared to the previous year and three months.

In order to aid the evaluation efforts in Title III Programs, in the future, the following steps should be taken:

A. The Department of Research and Evaluation should require that students recruited in the Program be representative of the broader (system-wide) population. Some of the major variables which should be considered here are ability level, achievement level, and behavioral profile of students.

B. Since evaluation contracts are usually awarded late in the school year, long after the Program has been initiated, the Department should direct the Project Directors to keep certain data such as dropouts, attendance, records on behavioral problems, and all achievement data related to the objectives of the Program.

ATTENDANCE AT SCHOOL WITHOUT WALLS

We were not able to obtain complete attendance data on all students in the School Without Walls. We were able, however, to obtain a Poor Attendance Report from the Administration of the School. This report shows that approximately 20% of the students were listed in the poor attendance category. Table 7 shows the actual number of days absent during the period September, 1972 to January, 1973 for the student number listed.

TABLE 7

DAYS ABSENT FROM SEPT., 1972 TO JAN., 1973
FOR POOR ATTENDING STUDENTS

STUDENT NUMBER	DAYS ABSENT
1	12.5
2	25.5
3	22.0
4	4.0
5	24.5
6	36.5
7	51.0
8	36.5
9	25.0
10	27.5
11	44.4
12	33.5
13	37.5
14	19.5
15	27.0
16	41.5
17	29.5
18	31.0
19	31.0
N=19	M = 27.84 Days

The attendance data for the School Without Walls is incomplete but it does reveal that about one-fifth of the entire school spent on the average over five (5) weeks out of school in approximately five months.

The Evaluator recommends that the Program Administration keep systematic and periodic attendance and dropout figures on this Program in the future. From the data presented so far the attendance and dropout rate appears to parallel that of other schools in large cities with Title VIII Programs, e.g., in Baltimore City.

GRADUATES OF THE SCHOOL WITHOUT WALLS

To date there have been thirty-nine (39) graduates of the School Without Walls. The initial Commencement Exercise for this School was held June 10, 1973. During this exercise the following students received high school diplomas:

Bernice Barnett
2216 Quincy Street, N.E.

Kevin Cosgrove
5349 Broad Branch Road, N.W.

Peter DeLeeuw
3175 Porter Street, N.W.

Conrad Paul Edwards, Jr.
7313 Belair Road, N.W.

Carol Giffen
6120 30th Street, N.W.

Mark Goudy
3420 Garrison Street, N.E.

James Haley
3228 Oliver Street

Thomas Hill
5725 4th Street, N.W.

James Howard
7716 14th Street, N.W.

Keith Jones
2530 34th Street, S.E.

Zelda Lucy
5411 North Capitol Street, N.E.

Warren McCrimmon, Jr.
4219 Nash Street, S.E.

Charles Perry
1445 Primrose Road, N.W.

Jonathan Ramage
2815 Albemarle STreet, N.W.

Bobby Small
1340 V Street, S.E.

Joanne Thomas
4107 3rd Street, N.W.

Sally Wagley
3818 Warren Street, N.W.

Susan Brache
1729 19th Street, N.W.

Raymond Covington
3208 Vista Street, N.E.

Kirsta Dixon
3625 Calvert Street, N.W.

Dorna Geisemann
1639 19th Street, N.W.

Queen Gordon
2223 Payne Terrace, S.E.

Delores Green
815 Decatur Street, N.E.

Catherine Denise Hawkins
325 15th Street, N.E.

Deborah Holmes
4430 9th Street, N.W.

Kerry Lynne Johnson
1400 Floral Street, N.W.

Frederick King
3712 Carpenter Street, S.E.

Brian Maroney
516 Cedar Street, N.W.

Robbin Maria Morton
30001 Veazy Terrace, N.W.

Jennifer Prease
3817 17th Street, N.E.

Frances Hilary Rotter
3205 McKinley Street, N.W.

Concetta Viola Stephens
4129 Garrett Park Road
Wheaton, Maryland 20906

Carlton Vaulx
4264 Benning Road, N.E.

Kathy White
73 Rhode Island Avenue, N.W.

Stanley Eugene Wigenton
623 Columbia Road, N.W.

Calvin Williams
3016 M Place, S.E.

Donna Young
1217 Kennedy Street, N.W.

Lise Ellen Beaubich
366 Upton Street, N.W.

*The name of one graduate was not available at the writing of this Report.

STUDENT EVALUATIONS OF THE SCHOOL WITHOUT WALLS

In this section of the Report we have included the reactions of students to the Program based upon their answers to items on a student questionnaire. It was our aim to obtain a completed questionnaire from every student in the Program including those who graduate. To date, we have received thirty-three (33) questionnaires from students or about 33% of the School's population. At the writing of this Report we were still receiving returns.

We have presented below in Table 8 the data obtained from twenty-seven (27) students.

TABLE 8

RESPONSES OF STUDENTS TO EVALUATION QUESTIONNAIRE

ITEM	RESPONSE			
1. How were you selected to participate in the School Without Walls Program?	Volunteered:	15	or	56%
	Recommended:	9	or	33%
	Recruited by SWW:	1	or	4%
	Other:	2	or	7%
2. Did you receive explanation of Program and its reasons for existing?	Yes:	25	or	92%
	No:	1	or	4%
	Did Not Answer:	1	or	4%
3. How was the Program explained to you?	In A Small Group:	4	or	15%
	In A Large Group:	3	or	11%
	Individually:	17	or	63%
	Did Not Answer:	3	or	11%

ITEM	RESPONSE			
4. Who explained the Program to you?	Teacher:	4	or	13%
	Counselor:	3	or	10%
	Student:	10	or	32%
	Administrator:	9	or	29%
	Other:	5	or	16%
5. Rating of teachers' interest in my personal development.	Very High:	15	or	55%
	High:	11	or	41%
	Low:	0		
	Very Low:	0		
	Did Not Answer:	1	or	4%
6. Do you believe SWW helped to improve your learning habits more than in regular classroom?	Yes:	23	or	85%
	No:	3	or	11%
	Did Not Answer:	1	or	4%
7. Were you able to get information and help from teachers whenever needed?	Yes:	22	or	81%
	No:	3	or	11%
	Did Not Answer:	2	or	7%
8. Were you able to develop a better understanding and relationship with teachers under this Program than under the regular system?	Yes:	25	or	93%
	No:	0		
	Did Not Answer:	2	or	7%
9. Are you willing to continue to work in this Program to help improve it?	Yes:	24	or	89%
	No:	1	or	4%
	Undecided:	1	or	4%
	Did Not Answer:	1	or	4%
10. Do you feel that this Program needs improvement?	Yes:	23	or	85%
	No:	2	or	7%
	Did Not Answer:	2	or	7%

ITEM	RESPONSE	
11. As an individual how would you say you benefited from the School Without Walls Program?	Learned about as much in a regular classroom:	1 or 4%
	Learned more than I did in a regular classroom:	21 or 78%
	Learned less than I did in a regular classroom:	0
	Undecided:	3 or 11%
	Did Not Answer:	2 or 7%
12. How did the outside learning resources affect your attitude toward the Program? Check all that applies.	Made learning seem more realistic:	16 or 25%
	Increased my knowledge of Washington, D. C.	20 or 31%
	Did little to make learning more realistic:	2 or 3%
	Made learning more interesting:	16 or 25%
	Enabled me to meet a large number of people in the world of work:	9 or 14%
	Did not increase my interest in school:	1 or 2%
	I did not meet any more people than I would have in a regular school:	0
13. If I had it to do all over again	I would stay with my home school:	0
	Go into the SWW:	24 or 89%
	Undecided:	0
	Did Not Answer:	3 or 11%
14. In this Program I attended school more often than in the regular school setting	Yes:	21 or 78%
	No:	4 or 15%
	Did Not Answer:	2 or 7%

ITEM	RESPONSE	
15. The teachers in the Program are:	More helpful than the teachers in my regular school:	22 or 81%
	About like all the teachers I have had:	3 or 11%
	Less helpful than the teachers in my regular school:	0
	Did Not Answer:	2 or 7%

The responses of these studnets indicate that the majority volunteered to participate in this Program. This data negates the notion that the worst students were placed here.

The data also indicates that the students received an explanation of the Program either individually or in a small group from other students, the Principal, teachers and counselors.

The attitudes of the students seem to be very positive toward the teachers and toward the Program in general. The benefits cited pertain directly to improvements in learning habits, better teacher-student relationship, more learning than in conventional setting, more realistic learning and teachers who are more helpful.

Some of the suggestions made by the students for improving the Program are as follows:

A. "I believe that attending the School Without Walls has been a worthwhile experience because it made me a more disciplined and independent student. Through independent study, I no longer consider the teacher as essential in a learning environment but feel rather that it is up to me to get the most out of a course. My criticism of the School Without Walls is that, contrary to its basic philosophy, it gave me and other students very little opportunity to go outside of the center at 1411 K Street and take classes elsewhere. In the year and a half that I attended the School, I never once had a regular outside class and I don't know any other students who did. We had some tired field trips to the museums, but they weren't really very relevant or imaginative or enlightening. So, it really isn't a School Without Walls in the sense. My suggestion is that someone be hired specifically to search out opportunities for outside learning, because it really isn't realistic to expect the students to find these opportunities for outside learning, because it really isn't realistic to expect the students to find these opportunities themselves. Also, I have some criticism of the teachers. Although I liked all my teachers and they were all very enthusiastic and helpful, I felt that many of them weren't qualified. In several of my classes, I worried that I would not be adequately prepared for college or be able to pass standardized tests. I think that the teachers should be screened more carefully."

B. "Don't think the Program needs improvement but more and more it is becoming a regular school."

C. "There should be some books."

D. "We need more books and we need to be out more."

E. "Better facilities and substantial subjects besides the regular ones."

F. "I'd rather not say."

G. "We need a different school building admitting no more students."

H. "Better facilities such as space, materials and a wider choice of courses."

I. "More space with same enrollment. Still downtown with gym facilities included to be used for recreation."

J. "Keep the school small . . . one of the most helpful things in the School as far as learning and getting along is its smallness."

K. "We need an area for student lounge without upsetting the building."

L. "More selectivity. A student who cannot keep a 2.0 average should not be allowed to work on contracts."

M. "Last year was the year we had the best teachers."

N. "I Think the School needs to get some of the things that the other public schools have: supplies, books, physical education, equipment, etc.

O. "Broaden curriculum, further use of City's resources."

The above statements represent those made by all students included in the first administration of the student questionnaire. Some students made no comments at all. The comments suggest that there is concern over the following factors:

- Adequate space but keep the School small.
- While nearly all report very favorable attitudes toward teachers, some feel that teacher competence has been a problem.
- Some need for social or lounge area, recreation, sports, etc.
- Information from some students and some teachers point to the feeling that some students feel that they are not wanted in the 1411 K Street building.
- Need for more books, materials and supplies.
- A concern from students themselves that future students should be screened more carefully. There also seems to be a concern by some teachers for better students. These concerns relate to a previous discussion about admission to the School. These feelings could lead to the development of a private school type atmosphere if care is not taken to make the enrollment reflective of the average public school.

FACULTY EVALUATION OF THE
SCHOOL WITHOUT WALLS

In our efforts to document the attitudes and suggestions of the constituents of the School Without Walls the faculty was interviewed during the last week of school. The interviewer solicited comments from the faculty on the following major areas:

- *Orientation and Training*
- *Program Implementation Accomplishments and Problems*
- *Relations With Student*
- *Relations With Administration*

We have provided in this section of the Report the reactions of the faculty to these major categories.

Orientation and Training

All of the faculty indicated that they had received initial orientation to the School Without Walls by the Principal. This type of orientation refers to an explanation of the Program by the Principal and not a workshop or seminar type of orientation. In some instances, outgoing teachers oriented new teachers to the Program.

All of the faculty reported that they have participated in in-service orientation sessions. These were described as being primarily of an informal nature. All of the faculty and the Assistant Principal recommended that a more systematic orientation program be designed and implemented. The consensus opinion among the faculty is that more emphasis should be placed upon workshops where the focus is upon curricula programming and evaluation. This was reported as a priority need for new faculty, but current faculty also felt a need for more time and systematic efforts to seek out appropriate outside learning resources, and more time and effort to match these availabilities to the specific objectives of their curricula.

This type of training or preparation sessions should be held in late August prior to the beginning of school and provision for some remuneration should be included in the Program Budget.

Program Implementation Accomplishments and Problems

A major part of the evaluation of the School Without Walls is to determine if the Program of the School was implemented as planned. Additionally, this area of the evaluation has to do with major problems the teachers may have had in implementing the Program of the School. We have provided comments and suggestions of the teachers by subject area.

ART:

- The Art Program was implemented generally as planned according to the report of the Art teacher.
- More supplies were needed than the amount available. More space was reported to be needed for this activity. A sink for art alone was indicated as being needed. Additionally, the teacher also expressed the need for the availability of natural light and storage area. The acquisition of these items will greatly enhance the richness of the Art Program as the teacher sees it.
- The outside learning resources for this department are shown in Appendix I. According to the teacher's testimony these resources were very cooperative and she was able to match her teaching objectives to the opportunities of the outside resources. The teacher felt that a primary benefit of the outside resources was the large amount of exposure made available at the particular time she needed exposure on items in the instructional curricula.

Recommendations:

- The facility and supply needs have been generally indicated by students and confirmed by the teacher. We recommend that these needs be completely satisfied in order to strengthen this Program in the 1973-74 school year.

BUSINESS AND CONSUMER EDUCATION:

The teacher of this subject reported (1) difficulty in getting books and supplies (2) difficulties in placing students in jobs during free time, (3) lack of sufficient cooperation from business and government to make the outside learning resources as valuable as it should be.

Recommendations:

- All books and supplies be provided as needed for number of students enrolled in this area.
- That the teacher and Program Administration increase their efforts to select cooperative agencies to supplement learning in this vastly rich area. Student reports of insufficiencies in outside learning resources should be studied and systematic efforts be made to plan an entire outside resource curricula for the year prior to beginning of school.
- In a field such as business and consumer education one must assume that there are sufficient agencies who will cooperate with the School Without Walls. The trick is for the School Without Walls to be creative enough and systematic enough in their planning to solicit these agencies. A strong and creative effort must be made to get good outside learning resources or the School Without Walls will be like one of the students described it as "becoming like any other public school."

By the admission of the teacher and Assistant Principal, classes in this field are held at the Washington Technological Institute. Communication between the teacher there and the administration at 1411 K Street has been described as poor by the Assistant Principal. This gap in communication has also been confirmed by the teacher.

Recommendations:

- That the Administration develop a system of communication that insures the necessary flow of information no matter where a teacher may hold a class.
- That every teacher, on some periodic basis, provide the Administration with curricula materials (objectives and content), dates on which materials are to be taught, and outside learning resources to be used. These outside sources, how they participated, who participated, how this related to the objectives of the unit, and evaluations by student and teacher should all be documented in an experimental program like this one.
- That the Administration maintain a master chart showing where all students are supposed to be on any given day of instruction.

SCIENCE:

The Science and Chemistry programs are located at Howard University. Implementation of both programs were reported to have been good. The Biology program has been almost completely implemented as planned but Chemistry needs more facilities, space and the use of a local high school. The use of graduate students together with the teacher provide adequate instruction in both laboratory and lecture sessions. The availability of special laboratories and facilities make the science area a concrete one to work in, the teacher feels. He expressed the hope that the Chemistry needs would be met during the next year.

Recommendations:

- Satisfy the needs given by the teacher in Chemistry.
- Provide needed textbooks in all areas.
- Initiate research program with more advanced students with cooperating Howard University faculty as planned.
- Increase variety of outside learning resources in these fields which are many in an area like Washington.

ENGLISH:

"We've experienced difficulties in getting books, need more space, and we have had some difficulties in getting experts in the field to cooperate." These were reported as the primary problem areas in English.

Recommendations:

- *Provide books and necessary facilities.*
- *More systematic and creative planning should be made to obtain needed outside learning resources and experts. Again the concept of the School Without Walls depends upon this and without it there is no difference in the regular school.*

FRENCH:

Implementation was reported as being generally successful. The teacher noted, however, difficulty in getting needed in-house resources as well as some difficulties in obtaining outside resources. She found the French-speaking embassies not as cooperative as she thought they would be. She expressed the need for the availability of a language laboratory.

Recommendations:

- *We recommend that all of these needs be met by the Program Administration and that the teacher increase her efforts to obtain suitable resources.*
- *We believe that there should be a person available to spend full time on outside resource development and communication. This would avoid what one student referred to as "tired field trips" being used as outside experiences.*

SPANISH:

Implementation was described as good. A need for Spanish books was expressed. Outside resources were described as very cooperative and diverse.

HUMANITIES:

Implementation was described as being pretty much as planned in Humanities. Cooperation from outside resources was described as being very good. Books were indicated as needed.

SOCIAL STUDIES:

Implementation was described as good. Through personal acquaintances the teacher was able to utilize resources and experts in the courts and the Municipal Building. The Washington area offers too vast an amount of resources in the Social Studies for outside resources to have any limitations, e.g., personal acquaintances. We, therefore, recommend that more creative, systematic and intensive efforts be made to identify resources that parallel course objectives for the coming school year.

MATHEMATICS:

The teacher reports that the Mathematics program was implemented generally as planned. Outside resources were cooperative even though the teacher felt that some of the demonstrations and discussions were not suited to the level of her students. Also the lack of books was a problem.

Recommendation:

- We believe that the minor problem cited which pertained to the level of presentations can be solved by more interactions with outside resources, and we urge this for the next year.

Relations With Student

The teachers' relations with students were described by all teachers as being in one of the following categories:

- "Can see student longer for help and follow through."
- "I'm much closer to the student and communicate more."
- "We have no disciplinary problem with these students."
- "Students look upon teachers as a part of themselves."
- "Very close, one-to-one."

Relations With Administration

Only two (2) of the eleven (11) teachers interviewed indicated that they had had any problem with the Administration. These two indicated that they have had communication problems with the Assistant Principal. The Evaluator's interview with the Assistant Principal confirmed a communication problem. The recommendations of the Assistant Principal were those which in the view of the Evaluator are sound administrative procedures and have already been included as part of this Report.

These recommendations pertain to directing each teacher to inform the Administration of the schedule of all outside visits, objectives and course contents. Additionally, there should be some data obtained by teachers and reported to Administration on absenteeism, behavioral problems, etc. on some systematic basis. Furthermore, we recommend that every subject area taught in the School Without Walls should be formally

based in the Office of the School Without Walls. The concept of the School Without Walls requires that outside resources be used in a creative, realistic way with the objectives of the course. There is no reason, therefore, for a class to hold all of its lectures at Washington Technological Institute if W.T.I. does not provide the type of diversity needed to satisfy the objectives of the course in question. In order to maintain a reasonable "span of control" we recommend that the home base of all subjects be the Office of the School Without Walls, and that all teachers be required to carry out all necessary communications that will enable the Administration to determine their needs, progress, problems, schedules, etc.

OUTSIDE LEARNING RESOURCES

An effort was made in this evaluation to contact a sample of the outside learning resources used in this Program. The purpose of the survey was to obtain first hand input from the outside sources about past participation in the School Without Walls, and to ascertain their expected level of participation during the coming school year.

An approximate total of 140 different agencies or individuals were used as outside resources during the 1972-73 school year. Of this number approximately 40-45 did not require formal contact. Of the approximately 100 resources in which there was formal contact we were able to reach 10% of these agencies.

NAVAL ORDNANCE LABORATORY
Participation in the Program was confirmed. The agency participated by providing a lecture and demonstration of computer uses in the solution of mathematics and physics problems. This agency plans to participate in the Program during the upcoming year. The desire to increase participation by preparing more lectures and demonstrations was expressed.

LAND PLANNING CONSULTANT *MR. M. HANSON*
This land planning consultant was used to describe aspects of land planning and surveying. This was done through the use of a film on Survey and Land Planning, and a follow-up discussion. The consultant came to the School Without Walls to provide this service. *Mr. Hanson suggested that a logical follow-up to his presentation would be to plan for further instruction and application at the District of Columbia's Highway Department.* *Mr. Hanson plans to participate in the Program next year.*
APPLICATION OF TRIGONOMETRY AND ITS USE IN SURVEYING *MR. FRANKLIN PADGETT*
This lecture and demonstration were presented at the School by Mr. Padgett. Mr. Padgett, in a telephone interview, indicated that he would participate if asked in next year's Program.
THE FRENCH MARKET
The French Mar[illegible] confirmed their participation in the Program last year [illegible]e Market Manager also expressed his willingness to par[illegible]te in the Program next year. *The u[illegible] this [illegible]t as an outside resource was on an informal basis. [illegible]uld well be used more systematically and over a longer p[illegible] of time to help those students interested in French [illegible]trengthen various skills.*

ASSOCIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY

This office confirmed participation primarily by providing materials to the School Without Walls. This Office expressed a desire to participate next year and to arrange for tours of the available collections.

They indicated that the Carter G. Woodson collection is being readied and would be complete by 1975. It will be available for study during the next academic year, however, it was announced.

SHAW AREA PROJECT, RE-DEVELOPMENT LAND AGENCY

This agency provided continuous opportunities for students at the School to obtain experiences and information in the whole subject of re-development.

The agency plans to participate next year and will to the best of its abilities expand its opportunities for the School Without Walls.

OFFICE OF MINORITY BUSINESS ENTERPRISE
This Office as such did not participate last year. A current staff member of this office has assisted the School Without Walls in the past. Further, the office indicated a desire to serve as an outside resource next year. *The Office expressed a desire to develop a Business Management Fellowship Program in which some of the School Without Walls students could participate.*
NIGERIAN EMBASSY - CULTURAL ATTACHE
The Office of the Cultural Attache confirms participation on an informal basis. The Office expressed a willingness to provide for a more in-depth opportunity during next year if called upon the School Without Walls. *The Evaluator recommends greater in-depth opportunities in African and Caribbean cultures.*

OBSERVATIONS AND RECOMMENDATIONS
OF THE PROGRAM DIRECTOR

One aspect of the evaluation of the School Without Walls Program involved an interview with the Principal in order to ascertain his suggestions and recommendations for the School. This interview with the Principal yielded the following major items:

A. *Recruitment of Students*

The Principal has taken steps to try to obtain a normal distribution of students which reflects the District of Columbia's student population.

B. *The Principal has been able to recruit a full staff for the School, and he has caused a turnover rate of .00% for the coming year. This is unlike previous years when the turnover rate was as high as 50%. The continuity provided by retaining the same faculty over a period of time will, we believe, be a significant plus for the Program.*

C. *Textbooks and supplies will not be a problem in the coming year because shipments of both are beginning to arrive.*

D. *The addition of a career counselor and a teacher coordinator will greatly strengthen the School Without Walls.*

E. *The Principal plans to reinstitute the Advisory Council for the School. This Council will consist of members from the parents, students, staff and administrative populations. The Advisory Council itself will serve as an outside learning resource for student participants.*

F. *The Principal indicated that plans are being made for a possible move of the School to another location. The new location will provide many of the facilities students have indicated that they need to make their "school experience" complete, e.g., gym facilities, large space, etc.*

G. *There will be more communication between the Principal and teachers during the coming school year than during the last school year. The Principal indicated that sufficient notice will be given for all meetings and all teachers are expected to attend all meetings.*

H. *A schedule of outside learning activities will be maintained by each teacher. The schedule will project learning activities at least two weeks in advance.*

I. *Teachers will be directed to maintain a catalog of outside learning experiences and tie these into specific objectives in subject areas.*

APPENDICES

APPENDIX I

COMMUNITY REOURCES FOR THE
SCHOOL WITHOUT WALLS

As part of the evaluation of this Program we have included an inventory of the Community Resources which have served the School Without Walls during the year. These resources have been used by the teachers in a variety of ways. Some have prepared and given instruction and demonstration in their respective fields. In some instances, they have been visited and students have been given an educational tour. In other instances, the resource has provided information, space and facilities. Below are the names of all cooperating resources.

Edward L. Davis, III - Consumer Education

Chris Page, Public Citizen - Nader's Raiders
Consumer Federation of America
Consumer Protection Center, Georgetown University
N.C.I.C.
Consumer Union of America
Office of Consumer Affairs
Legal Services
Drug Fair
Peoples
Dart
Rexall
Giant Food - Van Ness Shopping Center
Safeway Food - Van Ness Shopping Center
Grand Union - 18th Street and Columbia Road
Big Valu - 15th and U Street, N.W.
Raleighs
Hecht Co.
Woodward & Lothrop
Hahn's
Anacostia Neighborhood Museum
Committee to Re-elect the President
Better Business Bureau
Republican Party Headquarters
Democratic Party Headquarters
Washington Technical Institute
Airport - National, Eastern, American, Delta Airlines
D.C. Public Library, Founders Library

Business Management
Chevrolet Plant - Baltimore
Anacostia Neighborhood Museum
I.B.M.
Howard University's Computer Center
Small Business Administration
Small Business Guidance & Development Center
Howard University - Mr. Warren Van Hook
Merrill Lynch, Pierce, Fenner & Smith Stock Brokers

Harris & Upham Stock Brokers
D.C. Public Library
Georgetown Library
Georgetown University - Dr. Hank S. Charles
Howard University
J.B.G. Properties - Mr. Suber
Housing Specialists Institute - Burt Jackson
American Savings & Loan League - Mr. French Stone or
Mr. Eldon Winston

H.E.W. - Mr. Ernie Greene
Office of Minority Business Enterprises - Mr. Ernie Champion
American University Library

Phyllis Weiss - Humanities I - Humanities III - World Literature

1. Corcoran Gallery of Art - Ms. Donna Ari
2. National Gallery of Art - (Soviet Exhibit - Guide and Brochure used)
3. Renwick Gallery - Renwick Docent
4. Folger Shakespeare Theatre -A Winter Tale
5. Folger Shapespeare Library -Folger Docent
6. Freer Oriental Museum -Freer Docent
7. Japanese Embassy -Cultural Affairs Officer
8. American Federation of Astrologer's -Certified Astrologer
9. Howard University Library -Reading Room's Librarian
10. Martin Luther King Library -Humanities Teacher
11. Phillips Gallery
12. Smithsonian Institution - Two Ethnologists -Melsnesian
13. National Geographic Building - Librarian in Cultural Anthropology
14. Museum of African Art - African Drumming Expert
15. Australian Embassy - Librarian
16. Children's Hospital Center for Child Abuse - Pediatrician
17. Clinic for Infants born Addicts - Pediatrician in charge
18. Walter Fontleroy's Office - Administrative Aide
19. Chairman of Black Congressional Caucus
20. D.C. Junior Village - Official in program for mental retardation
21. Circle Theatre - Mr. Ted Pedas, owner
22. Arena Stage - Costuming Director - Marjorie Sleiglman
23. Black Reportory Theatre - (came to school) -Cecelia Sabbs
24. WGTB - FM - Pamela Evans
25. Drum and Spear Bookshop - Owner
Octagon House, Decatur House, Renwick, Corcoran, AID Building
Mrs. Donna Ari - for course in Architecture.

26. St. Elizabeth's Hospital - Head of Outpatient Clinic
Head of Occupational Therapy

Malcom M. Tillett - Social Studies

Outside Sources used: U.S. History, World History, Government, Sociology, Simthsonian Institution
Natural History Museum
Museum of History and Technology
District of Columbia Government

Municipal Center - Sgt. Charity
City Council - Stanley Anderson
District of Columbia Superior Court - Judge Fauntleroy
Historic Trust - James Biddle
National Geographic Society

Grace Chichester - Art

1. Corcoran School of Art - Scholarship Committee
2. Smithsonian Institute - Theresa Covosavick
   Frier, Renwick, Collection of Fine Arts
3. Phoenix - Mrs. Hayes
4. Department of Human Resources - Miss Bresser
5. Anacostia Neighborhood Museum
6. Frederick Douglass House and Museum
7. Liberian Embassy
8. Chinese Embassy
9. National Park SErvice
10. National Gallery of Art
11. Letcher Art Studio - Mr. Letcher
12. Potter's House Gallery
13. Venasler Gallery
14. Howard University Art Department - Porter, Drishell
15. U.S. Capitol Rotunda
16. Wax Museum
17. Watergate Mall
18. Bader Gallery
19. Georgetown Gallery
20. Midnight Sun
21. Zoo
22. Literary Arts - Aaronson
23. District of Columbia Public Library
24. Phillips Gallery
25. Zorro's House of Africa
26. Museum of African Art
27. Gallery I
28. Hecht Company Scholastic Scholarship (annually)
29. Nickelson's Gallery
30. Gallery of Modern Art

Vivianne P. Mozon - Mathematics

1. Naval Ordnance Laboratory - 11/17/72 & 12/4/72
   White Oaks, Maryland 20910
   The Commander (letter) - Mrs. Kahne (495-8647)
2. National Weather Service - Aeronautical Chart Division 1/4/73
   8060 13th Street, N.W. - 1/10/73
   Mr. Charles Brown - 495-2305
   Miss Daisy McKelly
3. Mr. Rodney Hanson - Land Planning Consultants - 881-6770
   Lecture and Film at the King Library
4. National Weather SErvice - National Oceanic & Atmospheric
   Mr. John Lookay, Jr. Administration 4/4/72 & 4/11/72
   495-2434 or 495-3424

5. McKinley High School - Mr. Howard White - 11/17/72 422-7627 or 629-6071
6. National Airport
7. Wilson Senior High School - Mr. Richard Brady - 5/23/73 (Computer)
8. Federal National Mortgage Association - 4/4/73 & 4/13/73
   1133 15th Street, N.W. - Mr. Charles E. Dixon
9. Washington Suburban Sanitation - Mr. Franklin Padgett, 270-8458
10. Department of Automated Information - Presidential Building, Room 702, Mr. Joe Acquilino, 747-4340

Brenda M. Smallwood - Spanish

Martin Luther King Library
Exhibit
Mr. Greene (contacted)
Foreign Literature Section

EL BODEGON Restaurant - Mrs. Calihan
Visit to stores and agencies to report on job opportunities for Spanish Speaking persons
National Gallery of Art
Spanish Artist
Spanish Center
15th & Columbia Road, N.W.
Pan American Building (OAS)
17th & Constitution Avenue, N.W.

Thomasina F. Mathews - French

1. Martin Luther King Memorial Library
   a. Foreign Literature Section
   b. Film Distribution Section
2. Circle Theatre - French Film Festival - ME. 7-4470
   Films include:
   "La Belle et le Bete," "L'Etranger," "Le Bourgeois Gentilhomme," "The Rise of Louis XIV"
3. National Gallery of Art
   French Impressionists and Modern Paintings; Russian Exhibit
4. Phillips Gallery - French Exhibits
5. The French Market - FE. 8-4829
6. Restaurant - Chez Francois - ME. 8-1849
7. Guest Speaker - George Boquet - French Freelance Journalist
8. French Embassy and Chancery, M. Ravier, 234-0990
9. French Nursery - French Language Parish - Church of the Ephiphany
   Mme. Semeoca, 232-1204

Elio Gasperetti - Humanities II - Contemporary Africa - African History and Urban Studies

Contemp. Africa - Nigerian Embassy - Cultural Attache, AD. 4-4800
African History - Museum of African Art
Contemp. Africa - Mr. Edward Cutler, 547-7424
Humanities II - Folger Shakespearean Library, LI. 6-4800

Afro-Am. History	*- Association for the Study of Negro Life and History* *Miss Willie Myles, 667-2822*
Urban Studies	*- Shaw Area Project, Re-development Land Agency* *Mr. Reginald Green; Mr. Wallfork, 382-7434*
Humanities II	*- Circle Theater, Mr. Pedes, FE. 7-4470*
Urban Studies	*- Model Cities Program, Mr. Wilford Gourdine, 629-5095*
Urban Studies	*- National Center for Urban Ethnic Affairs* *Mr. Floyd Agostinelli (Home: LA. 9-4286)*
Cont. Africa *African History* *Humanities II*	*- Dept. of Staff Development, D. C. Public Schools*
Urban Studies	*- Mr. William T. Webb, 629-4308*
Afro-Am. History	*- Frederick Douglass Home (Anacostia)* *Contact National Park Service, 343-4747*
Urban Studies	*- Literary Arts Program*
Humanities II	*- Cecelia Hooks of Black Repertory Theatre*
Humanities II	*- Georges Boquet, visiting French Journalist*
African History & *Contemp. Africa*	*- Smithsonian Museum of Natural History* *African Section (no contact, just went)*
Humanities II	*- Smithsonian Museum of Natural History* *Indian Section (no contact, just went)*
Urban Studies	*- Smithsonian Museum of History and Technology* *(no contact, just went)*
Humanities II & *African History*	*- National Geographic Society Explorer's Hall* *(no contact, just went)*
Humanities II	*- National Art Gallery (no contact, just went)*
Humanities II	*- Corcoran Art Gallery (no contact, just went)*
Humanities II & *Afro-Am. History*	*- Phillips Gallery (no contact, just went)*
Humanities II	*- Renwick Gallery (no contact, just went)*

INTENDED TO CONTACT

Urban Studies	*- U. S. District Court*
Urban Studies	*- District Landlord - Tenants Court*
Urban Studies	*- Department of Housing and Urban Development* *Mr. Leonard Weiss, 548-5752*
Dr. Floyd Malveaux	*- Chemistry - Howard University*
Thomas Richardson	*- Chemistry - Howard University - Eastern High School*
Troy Stewart	*- Chemistry - Howard University - Eastern High School*
Fred Gletten	*- Biology - Howard University*
Alden Fletcher	*- Biology - Howard University*
Irving Schenker	*- Music - Francis Junior High School* *D. C. Youth Orchestra*

APPENDIX II

Course Outlines
United States History
World History
Government

Malcolm M. Tillett, Instructor
"School Without Walls"

United States History
Outline of Major Topics
Semester I

Malcolm M. Tillett, Instructor
"School Without Walls"

Unit I

I. The Development of Political Theory and Government

A. Machiavelli — *The Prince*

B. Hobbes — *Leviathan*

C. Rousseau — *The Social Contract*

D. Locke — *Concerning Civil Government*

II. The Structure of American Government

A. The Declaration of Independence

B. The Federalist

C. The Constitution

III Shaping the American Nation, 1783-1824

A. The Americans Establish New Governments

B. Establishing an Effective Government

C. Jefferson Builds an "Empire of Liberty"

D. A Second War for Independence

E. National Growth and Sectional Strain

Unit 2

The Westward Course of Democracy, 1824-1850

Jacksonian Democracy

The Development of an American Culture

The Economy and Society of North and South Manifestation

Unit 3

Conflicts and Reunion, 1850-1877

A House Divided Against Itself

The Tragic Conflict

Reconstruction and Rights for Negroes

U.S. History Field Trips

The Smithsonian Institution

1. *Natural History Museum*
2. *Museum of History and Technology*
3. *National Gallery of Art*
4. *National Portrait Gallery*

Archive Building

Republican Headquarters

Democratic Headquarters

United States Capitol

Senate Office Building

House Office Building

Woodrow Wilson House

Philadelphia (tentative)

WORLD HISTORY

Outline of Major Topics

Semester I

Malcolm M. Tillett, Instructor
"School Without Walls"

Units By Topics

Unit I — The Ancient Western World

- A. The Middle East: Man Questions Nature and the Unknown
- B. Greece: The Nature of Man
- C. Rome: Man and Society
- D. The City State: Forerunner and Failure

Unit II — The Middle Ages

- A. The Influence of Christianity
- B. Feudalism and Manorialism
- C. Medieval Thought and Learning

Unit III — The Age of Transition

- A. The Renaissance: A View of Man Based on Rising Expectations
- B. The Protestant Reformation: Man and the Unknown
- C. Exploration: A New View of the World
- D. The Commercial Revolution

Unit IV — The Rise of National States: Man and Society

- A. Nation - States Dominate Europe
- B. England: Crown and Constitutionalism
- C. Royal Absolutism in France
- D. Spain: Crown and Church
- E. The Holy Romar Empire: Constitutionalism Supereme
- F. Russia: Crown and Nobility

Unit V — Movements of Intellectual and Artistic Change

- A. The Age of Reason: A New Approach to Nature
- B. The Enlightenment

C. *Classicism and Romanticism*

D. *The Romanistics Give Way to the Realists*

E. *The Expansion of Scientific Thought*

Unit VI *Movements of Political Change*

A. *British Challenge to Absolutism: Constitutionalism*

B. *The Great French Revolution of 1789*

C. *Revolutionary Movements in Russia: 1825-1917*

Unit VIII *Movements of Economic Change*

A. *England: Home of the Industrial Revolution*

B. *The Spread of Industrialism*

C. *The Effects of the Industrial Revolution*

D. *Changes in Culture Pattern*

FIELD TRIPS:

The Smithsonian Institution

1. *Museum of History and Technology*
2. *Freer Gallery*
3. *Natural History Museum*

Shrine of the Immaculate Conception

Washington Cathedral

The Mosque

National Geographic Building

Embassies (to be scheduled)

Unitd Nations Facilities

Government

Outline For Course

Malcolm M. Tillett, Instructor
"School Without Walls"

Unit I

I. *The Development of Political Theory and Government*

A. *Machiavelli* — *The Prince*

B. *Hobbes* — *Leviathan*

C. *Rousseau* — *The Social Contract*

D. *Locke* — *Concerning Civil Government*

II. *The Structure of American Government*

A. *The Declaration of Independence*

B. *The Federalist*

C. *The Constitution*

Unit 2

I. *The Federal Government*

A. *How we elect our leaders*

1. *Our two-party system of politics*

2. *Political parties in action*

3. *The right to vote*

4. *Nominating and electing our leaders*

B. *The legislative branch*

1. *The Congress and Congressmen*

2. *How Congress is organized*

3. *How Congress makes laws*

4. *The power of Congress*

C. *The Executive Branch*

1. *The President of the United States*

2. The cabinet and executive departments

3. The powers and influence of the President

D. The Judicial System

1. Equal justice under law

2. Our federal courts

3. The federal courts at work

II. State and Local Governments

A. How the state serves the citizen

1. The state lawmakers

2. The state governors

3. The state courts

B. How local governments serve their citizens

1. The many units of local governments

2. Citizen governments

3. How our governments work together

Unit 3

I. Improving Life in America

A. Building better communities

1. The changing city

2. Problems of suburbs and metropolitan areas

3. Planning to solve city

B. Protecting ourselves and others

1. Crime, criminals and the community

2. Protection against crime

3. Promoting safety in the community

C. *Helping ourselves and others*

1. *Guarding our health*

2. *Ways of helping others*

3. *Social programs*

D. *Using our natural resources wisely*

1. *The gift of nature*

2. *Conservation of our soil*

3. *Conservation of our water*

4. *Protecting our nation's future*

E. *Paying for the costs of government*

1. *Why government costs have increased*

2. *Many kinds of taxes*

3. *Managing our nation's money*

II. *America in Today's World*

A. *Communism as a challenge*

1. *The growth of the Soviet Union*

2. *The Soviet Union as a world power*

B. *The United States and world affairs*

1. *Conducting our foreign relations*

2. *The United States in the United Nations*

Government Field Trips

The Smithsonian Institution

1. *Museum of History and Technology*
2. *National Portrait Gallery*

Archives Building

Republican Headquarters

Democratic Headquarters

United States Capitol

Senate Office Building

House Office Building

District Building

Municipal Center

Library of Congress

Philadelphia (tentative)

Supereme Court

District Court

SEMESTER OUTLINES

These outlines contain objectives for the following courses:

1. *Elementary Algebra*
2. *Plane Geometry*
3. *Intermediate Algebra*
4. *Trigonometry*

These objectives are skeletal. Specific performance objectives for each unit in each course will be provided to students and presented formally upon completion of courses.

Each unit will contain the following learning experiences as applicable to the accomplishments of the behavior stated in the objectives.

1. *Viewing of filmstrips with and without study guides.*
2. *Lecturing and pupil presentations.*
3. *Small study, work, and research groups.*
4. *Whole classroom directed study, verbal sharing drill.*
5. *Games.*
6. *Listening, responding to tapes.*
7. *Programmed instruction.*
8. *Field trips as applicable to unit objectives.*

Media and material will include filmstrips and projectors, tapes and recorders, manipulatives.

Evaluative measures will include written criterion test, projects, and research reports.

V.P. Mozon
Semester Outlines
"School Without Walls"

ALGEBRA

Unit I: Symbols, Sets, and Properties of Operations

Objectives: Pupil will

1. *read, write, define and identify sets, subsets, using the correct symbolism.*

2. *identify and use properties of the equivalence relationships*

3. *identify and apply field properties*

4. *translate verbal phrases and sentence into algebraic symbols and vice versa*

5. *graph subsets of the reals*

Unit II: Integers and Rationals (three weeks)

Objectives: Pupil will

1. *identify integers and rationals as points on the number line*

2. *perform operations within the set of integers and rationals*

3. *identify and use properties of operations on the rationals and subsets of the rationals*

4. *use the operations on integers and rationals to solve word problems*

Unit III: Equations and Inequalities (three weeks)

Objectives: Pupil will

1. *identify and solve open sentences intutitively and by using the axiomatic method*

2. *construct open sentences for given word problems, then use to solve the problems*

3. *solve open sentences for specified values*

Unit IV: Operations with Polynomials (two weeks)

Objectives: Pupils will identify polynomials

1. *classify polynomials*

2. *perform the four fundamental operations on polynomials*

3. *identify restrictions of the domain of a variable*

4. *solve problems involving operations on polynomials*

Unit V: Solving More Difficult Equations and Inequalities (two weeks)

Objectives: Pupil will

1. *solve equations with variables on both sides of the equation*

2. *solve equations involving parentheses*

3. *solve equations involving fractions with numerical denominators*

4. *solve word problems: age, number, relationships, consecutive integers, uniform motion, and mixture*

5. *solve more difficult inequalities*

Unit VI: Graphing Linear Equations and Inequalities (two weeks)

Objectives: Pupil will

1. *locate and interpret points in the coordinate plane*

2. *raph linear equations in two variables*

3. *express linear equation in two (2) variables in standard form*

4. *find the slope and y intercept of line when the equation is given*

5. *find equation from two (2) given points; a point and the slope*

Unit VII: Solving and Graphing Systems of Linear Equations

a. *graphically*

b. *algebraically*

Pupils solve word problems using systems of equations.

PLANE GEOMETRY

Unit I and II: Introduction to Geometry and Sets (three weeks)

Objectives: Pupil will

1. *define and cite reasons for the study of geometry*
2. *define, identify, read, and write (using proper notation) sets, subsets, kinds of sets.*
3. *identify, read, and write union and intersection of sets as applied to geometrical concepts*
4. *define, describe, draw, use symbols to identify points, lines, space, ray, etc.*
5. *locate points on the number line to correspond to the real numbers and its subsets.*
6. *find distances between points on a line*
7. *measure, name, identify angles, and angle relationships*

Unit III: Construction

Objectives: Pupil will use rulers and straight edge to make geometric constructions

Unit IV: Formal Geometric Proofs

Objectives: Pupil will

1. *identify and define undefined terms, definitions, assumptions, and axioms*
2. *identify, use, distinguish between inductive and deductive reasoning*
3. *apply deductive reasoning to principles of relationships of triangles, and other polygons circles*
4. *identify faulty conjectures*
5. *state conclusions from given data*
6. *identify hypotheses and conclusions*
7. *state and use requirements of a formal proof in proving theorems*

Unit V: Line Relationships (four weeks)

Objectives: Pupils will continue to use deductive proofs to prove theorems about relationships between parallels and perpendiculars, lines, angles and planes.

Unit VI: Congruent Triangles (four weeks)

Objectives: Pupils will

1. *apply steps of proof to prove congruency of triangles*
2. *apply steps of formal proof to prove right angles congruent*
3. *apply properties of congruent triangles to prove facts about quadrilaterals*

Unit VII: Similar Polygons (three weeks)

Objectives: Pupil will

1. *identify ratios and proportions*
2. *use principles of ratio and proportion*
3. *describe and identify similar polygons*
4. *use properties of proportion to find lengths of segments*
5. *use steps of formal proof and properties of proportion to prove triangles similar*

INTERMEDIATE ALGEBRA

Unit I: Fundamental Operations and Laws (2 weeks)

Objectives: Pupils will

1. *recognize and use the properties of operations and properties of order*
2. *perform operations on the system of reals and monomials*
3. *read and use concepts of set and set notation*

Unit II: Solving Equations and Inequalities in One Variable (3 weeks)

Objectives: Pupils will

1. *apply laws and operations to solve equations and inequalities in one variable*
2. *will write equations and/or inequalities for word problems, then solve the problems*
3. *solve equations and inequalities graphically*
4. *define and use correctly terms, such as monomial, binomial, degree of polynomial, etc.*

Unit III: Polynomials (4 weeks)

Objectives: Pupils will

1. *perform operations on polynomials - (multiplication, division, and factoring)*
2. *solve equations and inequalities by factoring*
3. *identify and use the Factor Theorem*

Unit IV: System of Linear Equation (2 weeks)

Objectives: Pupils will

1. *solve linear equations in two variables*
   a. *algebraically*
   b. *graphically*

2. *determine equations of a line*

3. *solve word problems by solving system of equations*

4. *solve systems of linear equalities*

Unit V: Rationals (4 weeks)

Objectives: Pupils will

1. *identify and use the properties of order and density*

2. *simplify algebraic expressions with zero and negative integral exponents*

3. *perform the following operations on fractions including complex fractions*

    a. *simplification*

    b. *addition and subtraction*

    c. *multiplication and division*

4. *perform operations and use polynomial with rational co-efficients*

5. *solve equations and inequalities with rational expressions*

6. *solve word problems involving rational expressions*

Unit VI: Relations, Linear, Functions, and Graphs (5 weeks)

Objectives: Pupils will

1. *define, identify, and write relations and functions*

2. *graph relations and functions*

3. *identify the zero's of functions*

CONTRACT STUDENTS

Attached is a copy of the contract signed by students of Intermediate Algebra who meet one (1) day with the regular class and one (1) day with another class to work independently. Original is kept in the pupil's folder in teacher's file and each pupil has a copy.

V.P. Morgan

NAME_____ DATE _____

COURSE_____

CONTRACT

1. I _____agreed to work independently to achieve the objectives of the course indicated above by fulfilling the obligations listed below:

1. I will meet with my class each _____as scheduled.
2. I will submit assignments when due.
3. If I miss a classroom presentation, I will secure material and assignments from a classmate and when possible perform the learning activity missed.
4. I will take unit or chapter tests with the class, understanding that I should maintain a test average of 80% or better.
5. Others

TRIGONOMETRY

Unit I: Real Numbers, Distances, Areas, Circles, Angles

Objectives: Pupils will

1. *identify subsets of the real numbers on the number line*
2. *establish a coordinate system of a line and plane and use these systems for finding distances and areas*
3. *distinguish between measure and directed measure of a directed segment and find each*
4. *distinguish between relations and functions*
5. *define, identify, and find measure of arcs, path and directed paths on the circle using the correct symbolism*
6. *use the wrapping function with paths and central angles of the unit circle*
7. *identify and use radian measure of directed central angles of the unit circle*

Unit II: Circular Functions

Objectives: Pupils will

1. *identify and apply sine and cosine as applied to unit circle in standard position*
2. *define cosine and sine function*
3. *associate the equation* $\sin^2 n + \cos^2 n = 1$ *with equation of unit circle*
4. *define and identify the tangent, cosecant, secant, and cotangent functions as circular functions*
5. *identify the trigonometric function*
6. *use the wrapping function*
7. *express radian measure as degree measure and degree measure as radian measure*
8. *use linear interpolation and reference angles*

Unit III: Graphs of the Circular Functions

Objectives: Pupils will

1. *use and define periodic functions*
2. *sketch the graph of circular functions*
3. *stage amplitude, period, and plane displacement of functions defined*
4. *graph and analyze graphs of tangent, cotangent, secant, and coescant functions*

Unit: IV Identities and Conditional Equations

Objectives: Pupils will

1. *identify and use the eight fundamental identities to simplify trigonometric expressions*
2. *distinguish between identities and conditional equations*
3. *use the eight fundamental identities to solve conditional equations*

Unit V: Inverse of Circular Functions

Objectives: Pupils will

1. *derive the inverse of a relation and of circular functions*
2. *state whether inverse are functions*
3. *graph circular functions and their inverse in the same coordinate plane*
4. *solve equations and evaluate expressions involving inverse functions*
5. *define equations of restricted circular functions*

Unit VI: Solution of Triangles

Objectives: Pupils will

1. *express trigonometric ratios of right triangles and describe the co-functions*
2. *solve right triangles*

3. *apply the Law of Sines and the Law of Cosines*

4. *solve oblique triangles*

5. *find area of triangular regions*

FRENCH III

Reading List

I. St. Expurey, Le Petit Prince

II. Guy de Maupassant, Le Parapluie

III. Moliere, Le Bourgeois Gentilhomme

IV. Corneille, Le Cid

Grammar Review

I. Passe Compose with "etre"

A. regular verbs

B. reflexive verbs

II. L'Imparfait

III. Le futur

IV. Le conditionnel

V. Demonstrative adjectives, ce,cette

VI. Demonstrative pronoun; celui, celle, ceux

VII. Les Temps Compose

A. le plus - que - parfait

B. Futur Anterior

C. Conditionnel passe

VIII. Le Subjunctive

IX. Le Passe Simple

X. Relative pronouns; qui, que, ce qui, ce que

XI. Object of prepositions: qui, le quel, auquel, duquel, dout

XII. Negative expressions: ne..pas, ne..plus, ne..jamais, ne..que, ne..rien, ne..personne

XIII. Active and passive usage

FRENCH IV
Literature and Composition

Reading List

I. *Middle Ages*

A. *La Farce de Maitre Patelin (esprit gaulois-popular literature)*

B. *La Legende de Tristan et Iseut (esprit aristocratique - aristocratic lit.)*

II. *Sixteenth Century*

A. *Francois Villon, "Ballade des Pendus (lyric poem)*

B. *Rabelais, Pantagruel (extracts)*

C. *Montaigne, "Ides Pedagogue" (Essaies)*

III. *Seventeenth Century*

A. *Pascal, "Les Deux Infinis" (Pensees)*

B. *Moliere, Tartuf[illegible]*

C. *Corneille, Le Cid*

D. *La Fontaine, "La Laitiere et le pot au lait" (Fables)*

IV. *Eighteenth Century*

A. *Voltaire, Ingenu (extract) "Traite sur la Tolerance" (Oeures Philosophiques)*

B. *Montesquieu, Lettre XXX (Les Lettres Personnes)*

C. *Chateaubriand, "Une Nuite Dans les Fortes du Nouveau Monde" (Genie du Christianisme)*

V. *Nineteenth Century*

A. *Hugo, Et Nox Facta Est" (La Fin Le Soutain)*

B. *Baudelaire, "L' Abatross" "L'Invitation au Voyage" (Les Fleurs du Noel)*

C. *Flaubert, La Gerdre de St. Julien L'Hospitalier*

D. *Guy de Maupassant, Le Parapluie*

History and Culture

I. *Middle Ages*

A. *Origins of France*

B. *Romanesque and Gothic Architecture*

II. *Renaissance in France*

A. *Religion and Politics*

B. *Literature*

III. *Seventeenth Century*

A. *Louis XIV*

B. *Literature and Art*

IV. *Eighteenth Century*

A. *Philosophical Awakening*

B. *Political Changes*

V. *Nineteenth Century*

A. *Napoleon and the Revolution*

B. *Democratic Evolution*

C. *Impressionism*

VI. *Twentieth Century*

A. *Industrial Development*

B. *World Wars and the transformation of the French Community*

C. *African colonies*

D. *Modern Art (Cezanne, Van Gogh, Picasso, Braque, etc.)*

VII. *Twentieth Century*

A. *Camus, L'Etranger, Le Mythe*

B. *Ionesco, Rinoceros*

C. *Senghor, "La Femme Noir, "Un Blanc ma dit..." "Souffre Pauvre Negre" (Poe'sie Ne'gre)*

Proposed Compositions:

1. *The development of a French national spirit from the Feudal epoch of Joan of Arc.*

2. *Compare Montaigne's ideas on education with those of Rabelais.*

3. *In Corneille's Les Cid, how does the hero's conflict (love vs. honor) reflect 17th Century aristocratic sentiment? Does this sentiment exist in today's society?*

4. *What aspects of French society does Molier satirize in his works? What universal aspects of human behavior does he satirize?*

5. *How the new philosophical spirit of the Eighteenth Century led to changes in the society (religion, government, literature)*

6. *The reaction of French art and literature to the political and Industrial Revolution in the 19th Century.*

7. *Twentieth Century ideas and events that led to the philosophies of Existentialism (and Comus "La philosophie de l'absurde") and the art of the absurd theatre.*

SPANISH CLASS OUTLINE

Introduction

Our course of study has been designed to develop in the students primarily the four basic skills in Foreign Language Learning: Listening, speaking, reading and writing. Linguistics have been incorporated to the techniques of oral-aural method to form good speech habits. Choral repetition of structure drills and pattern practice drills; individual repetition and conversation drills have been conducted in class.

Reading has been presented by memorization of material already mastered orally. Writing has been introduced by short dictation of known material, copying and composition drills until students develop their own writing skills.

Goals

Short Range Goals

To develop in students the basic skills in Spanish to master the language with a limited vocabulary.

Long Range Goals

Mastering and developing all language skills, acquisition of vocabulary and building of it, learning the reality of the language, its cultural aspect through the Humanities (Art, Music, Literature and Civilization) and the Spanish culture itself in a realistic and almost native environment.

COURSE DESCRIPTION

Level 1

I. Sound system of Spanish and presentation of it. Spanish and English contrastive linguistics. Different consonants in Spanish. Vowel problem (Spanish-English) intonation, stress pattern, pitch and rhythm.

II. From the Audio-Lingual Method - Unit 1, dialog: "Antes de la Clase." Days of the week, months of the year, numbers 1-100; sentences, drills, questions and answers.

III. Dialog: "en la Biblioteca_ - Verb ser; present tense, structure drills, subject pronouns.

IV. Dialog: "La Hora del Almuerzo," names of the different dishes in the Spanish cuisine. Menus to be memorized; adjectives and idiomatic expressions.

V. *Dialog IV - "A la Salida de la Escuela," repetition drills, articles, agreement of nouns and adjectives. Plural - verbs Ser and Estar; uses of these two verbs, drills and conversation.*

Quiz on Lessons

VI. *Dialog V - "Una conversacion por telefono," + Drills, dialog, repetition drills of verbs: comer, vivir, caminar, hablar, leer, escribir, present preterite and future tenses. Drills and individual conversation drills.*

Test on Lessons Up to V

VII. *Lectures on Spanish Conquerors and Pre-Colombian Indians, Aztecs, Mayas, Incas, Caribs, etc., Latin American countries, Spain as a nation, Early Spanish inhabitants and invaders; Greeks, Romans and Arabs, Spanish dialects from the Peninsula.*

Evaluation

Level I (advanced)

I. *Dialog XII - "Un Viaje al Aeropuerto" - Drills of lesson. Present Progressive Preterite vs Imperfect; Infinitive after prepositions; direct and indirect object pronouns; reading narrative and questions.*

Quiz on Lesson

II. *Dialog XIII - "Un Viaje al Centro" - Drills of lesson, preterite of verbs, regular and irregular; prepositional pronouns and review of personal pronouns; the conditional tense; reading narrative; questions orally and written.*

Test - Evaluation

Besides the classroom experience, students are exposed to the cultural enrichment program described in this outline.

Another phase of this program is the Independent Study. Projects to be done independently in any of the following subjects. (For Level I and II).

1. *Spanish Music*
2. *Latin American History (Pre-Colombian Indians)*
3. *Spanish American Art or Literature, Baroque, modern, etc.*

4. *The Golden Age - any author and his work*
5. *Spanish Linguistics (dialects)*
6. *The Romans in Spain*
7. *The Arabs in Spain*
8. *History of the Spanish Peninsula*
9. *Modernism (Jose Marti and Ruben Dario)*
10. *Customs and religion of the Spanish people*

Level II

I. *Review of lesson 13 and 14, adjectives, all kinds of them - place in the sentences - brief morphology rules - adverbs.*

II. *Lesson XIV - "La Despedida" - Drills of lesson.*
Preterite of verbs: ir, dar, ser, estar; vocabulary
Drills and reading narratives - questions and answers (orally and written.

Test After Lesson

III. *Lesson XV - Basic sentences - "Recuerdos Juveniles" - Drills of the lesson; Imperfect tense vs Preterite verbs: ver, ir, ser, estar and other irregular ones. Shortened form of adjectives and possessive adjectives. Verbs with unstressed E or O, preterite endings of decir, poder, venir, etc. Reading selection. Questions and answers, fill in blanks; re-writing of sentences. Writing drills.*

Work Evaluation

Level III

IV. *Basic Sentences - "En el Mercado" - Indefinite reflexive with and without object; reflexive for unplanned cases; imperfect progressive; reading selection; imperfect, present, preterite, in sentences, and use of them.*

Test After Lesson

V. *"La Vida Contidiana" - Preterite vs Imperfect - Conditional tense, possessive pronouns and adjectives. (Verb: deber and all its forms in English). Negative words, position of negative words in the sentence. Reading selection and drills.*

Evaluation

VI. Lectures on the formation of Spain as a nation. Isabella and Ferdinand; lectures on Cervantes and Don Quijote and most representative Spanish painters of all times. History of Latin America and its Literature and Art.

Final Evaluation and Test

Independent study of this Level will be on subjects mentioned above or in any other area related to the Spanish culture.

Level IV

Level IV has been divided in four parts

Part I - Intensive Grammar, Review, Reading and Writing Drills

1. All tenses of the Indicative Mood; simple and compound uses of them in the sentence. Reading selection.

2. Dictation, writing drills, intensive conversation. General use of the Subjunctive in Spanish, specific uses of it. Subjunctive vs Indicative. First concept of the Subjunctive: implied command; second: emotion; third: unreality. Questions and answers, writing and reading drills, and conversation.

3. Functional words, conjunctions, prepositions - use of them. The passive voice vs active. Reading and writing drills.

4. Kind of adverbs, review of pronouns and adjectives, the comparison degree.

5. General Review of all moods and tenses; vocabulary building and intensive reading and writing; compositions.

Final Evaluation and Test

Part II - Literature Survey Course

1. The Poem of "El Cid"
2. Coplas of Jorque Manrique
3. La Vaquera de la Finojosa
4. The Golden Age - Misticos and most famous writers
5. The Baroque

6. Neoclassicism
7. Romanticism
8. Generation of 98
9. Modernism (Jose Marti and Ruben Dario)
10. Generation of 1927 - Garcia Lorca
11. Present Spanish American Literature and Poetry - Main Authors

Part III - Independent Study Projects on the following subjects

1. The poem of "El Cid" - primitive Spanish poetry and romances
2. The Renaissance Art and Literature
3. The Generation of 98 - Unamuno, Baroja, etc.
4. The Mexican Revolution - impact on the life and literature
5. History of Latin American Countries
6. Main Latin American dialects and zones
7. The Cuban Crisis of 1963
8. Literary Analysis of a Spanish Play or Drama

Part IV - Composition of Literature

Students in this level will be mainly working on contract basis. There will be a selection of readings that they will have to do. List to be included at the end. Students will learn First Semester (1) writing of letters, business and friendly; (2) writing of memorandums, notes, telegrams, etc., (3) writing of compositions and short essays in Spanish. They will cover in Literature:

The Poem of "El Cid" - Reading on Lope de Vega, Puente Ovejuna, Tirso de Molina, The Tricker of Sevilla, Life Is A Dream, Calderon de la Barca, El Duque de Rivas - "Un Castellano Real" - Garcia Lorca (El Romancero Gitano)
Senor Presidente by Miguel Angel Asturias

Reading To Do:

1. Don Quijote
2. The Spanish Golden Age
3. Spanish Linguistics and Sounds by Stockwell of Bowen
4. Martin Pierro
5. Gustavo Adolfo Becquer and his poetry

Business Management

A. Principles of Business

1. Laws of Business Procedures

a. Supply and Demand
b. Dimension Returns

B. Organizational Structure

1. Top Line Management
2. Middle Management
3. Staff

C. Planning

1. Research and Analysis
2. Determine Goals and Objectives
3. Identify Available Resources
4. Develop Procedures
5. Evaluate Criteria
6. Operationalize
7. Long Range Planning
8. Shrt Term Planning

D. Communications

1. Factors Influencing the Intrepretation of Verbal and Non-Verbal Signals
2. Verbal Communications
3. Non-Verbal Communications
4. Rumor Theory

E. Principles of Administrative Systems

F. Achievement Motivation

G. Work Experience

Consumer Education

A. What is Consumer Education
   1. Why doe we study it?
   2. What do we use it for?
   3. Who needs it?
   4. What does the government think about it?

B. How does the Consumer protect themselves?
   1. Planning
   2. Communication
   3. Investigation
   4. Analysis

C. Governmental Agencies
   1. Offices of Consumer Affairs
   2. Federal Drug Administration

D. Non-Governmental Agencies
   1. Nader's Raiders
   2. Better Business Bureau
   3. Consumer Protection Union
   4. Consumer Federation of America
   5. Consumer Protection Center
   6. National Institute of Public Affairs

E. The Consumer and the Law
   1. Small Claims Court
   2. Legal Aid Society

F. Periodicals
   1. Consumer Reports

G. How To Buy?
   1. What to look for
   2. What not to buy

H. Investigating Different Consumer Fields
   1. Credit
   2. Car sales
   3. Food
   4. Insurance
   5. Housing
   6. Drugs

ART

AIM:

The course of study for grades 10th, 11th and 12th in the "School Without Walls" will stress an exploratory and experimental approach to art. Emphasis will be on individual growth, freedom of expression and the individual use of art media.

Community resources will serve immeasurably in broadening, developing and enriching the experiences, personalities and backgrounds of these young people. Some resources will be valuable as a source of cultural enjoyment; others a source of inspiration to draw on for their creative expressions.

It is the overall aim of this course to help the pupil acquire intrinsic values which will enable him to identify those expanding ideas from which he can create a meaning for life.

The teacher will act as a guide in the class and the community with sufficient flexibility to allow for variation which may facilitate in pupil-teacher planning.

DRAWING AND C[illegible]

September - October

GENERAL PLAN:

Various techniques or schools of approach in drawing. The pupil will experiment in different media for special effects creatively expressed. Teacher will demonstrate the various media. (Form to be stressed).

Practice and experimenting with the media using models (live), geometric shapes, landscape, etc.

Final drawing in any media to be turned in last week of October for evaluations.

Evaluation in front of class for discussion - questioning by teacher for greater introspect and learning.

MATERIALS;

Pastel - pencil - ink - charcoal - bamboo brush - various paper

PAINTING
November - December - January

GENERAL PLAN:

The teacher will select five (5) artists from different schools and styles of approach. Classes will visit and explore galleries for these artists' works. Reproductions will be displayed in the classroom for appraisal and for comparison - to acquaint pupil with varied techniques and styles.

All of this is: (1) to make the pupil realize the role color plays in making form appear to advance and/or recede; (2) to bring the pupil's ideas to the surface and relate them to his ideas and the medium he is using; (3) to help him see parts of design in relation to the whole; (4) to help him develop selecitivity; and (5) to help him to be more aware of and more sensitive to the accomplishments of past and present painters.

Demonstrations by the teacher of various techniques and styles of the painter.

Final painting or paintings to be turned in for evaluation at end of January.

Evaluation and Criticism in front of class

Materials: Water color - pastels - tempera - acrylic and various paper - canvas - card board.

CRAFTS
February - June

GENERAL PLAN:

To expose the pupil to the resources from which he may draw for inspiration for his creative work.

Community resources also include many materials which would ordinarily be discarded. Pupils may look for and bring to class any material that has possibilities for use in his creative expression.

These craft experiences help the pupil to be more imaginative and inventive, and will help him grow more sensitive to the characteristics of specific materials. They will increase his ability in determining a type of construction suitable both to material and use; to look for good design and craftsmanship in useful articles.

NOTE

In every art class there is the pupil who wishes to have art as a vocation and who wishes to major in art. He or she will need and want to develop skills beyond the scope of the regular class. Many times this is the pupil who is talented or born with a gift in this expression. This type of pupil will be given a special area to work, given closer instruction and direction, and emphasis will be given in the direction of his or her choice.

The art major will construct his or her own portfolio and will keep his or her finished art works in it for job references, college applications, etc.

Grace W. Chichester, Instructor
"School Without Walls"